NATIONAL CHARTER SCHOOL RESOURCE CENTER AT SAFAL PARTNERS

The Role of States and Charter School Authorizers in Overseeing Student Discipline in Charter Schools

September 9, 2016

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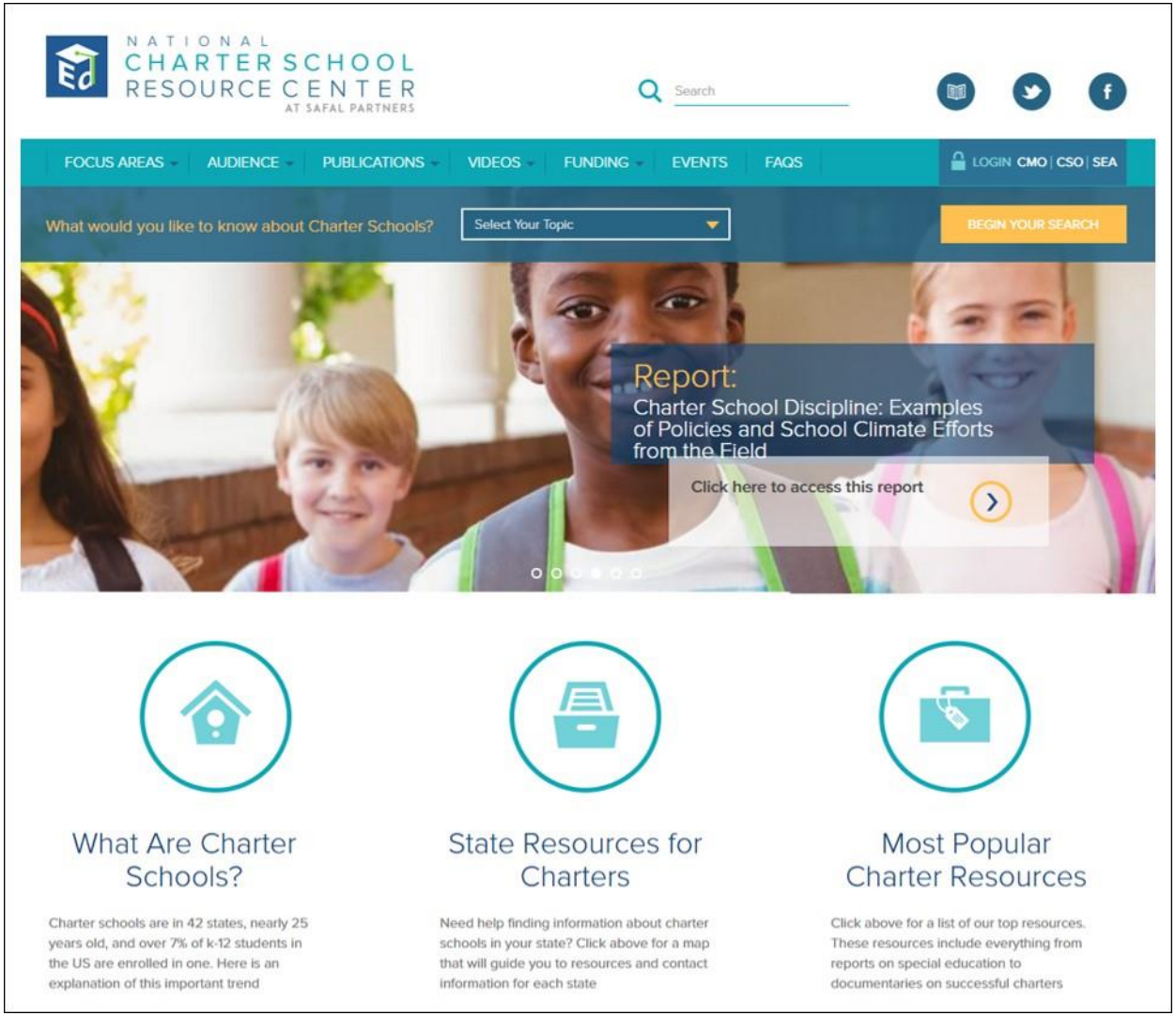
About the National Charter School Resource Center

www.charterschoolcenter.ed.gov



- Funded through the **U.S. Department of Education**
- Makes accessible **high-quality resources to support the charter school sector**

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Webinar Logistics

- Use the chat feature for technical questions and assistance.
- Use the Q&A box to ask questions or provide input on the webinar content.
- Questions will be answered during audience Q&A.
- The webinar recording will be available on the NCSRC website by 9/16.
- We will ask you to fill out a survey after the webinar concludes.

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Agenda (1)

- **Welcome and Introductions**
- Authorizer Beliefs and Actions
- Discipline as both “School Practice” and “Student Outcome”
- SEA and Authorizer Actions
- Q&A

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Moderator and Presenters

Alex Medler
National Charter School Resource Center

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Scott Pearson
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Discipline in Charter Schools

- *"In every school, no matter how successful, we know there is more we can do to reach the students who are not yet succeeding and more we can do to equip students with not just the fundamental academic skills, but the socioemotional skills needed for success in life"*
  - U.S. Secretary of Education, John King

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Introduction

- States and authorizers share responsibility for oversight of charter schools
  - But they have different roles
- Discipline involves both:
  - School practices, that charter schools should control
  - Student outcomes, for which charter schools should be accountable
- Data indicate that authorizers are divided on the issue
  - SEAs and authorizers can balance their approach with responsible strategies

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Agenda (2)

- ✓ Welcome and Introductions
- **Authorizer Beliefs and Actions**
- *Discipline as both "School Practice" and "Student Outcome"*
- *SEA and Authorizer Actions*
- *Q&A*

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NACSA Data (1)

Authorizer Reported Practices

	YES	NO
Require applications to include comprehensive discipline plans that include suspension and expulsion practices	72%	24%
Collect or receive suspension and expulsion data	77%	20%
Monitor school suspension and expulsion rates	70%	27%
Publicly report suspension and expulsion rates	42%	52%
Publicly report disaggregated suspension and expulsion rates (by race/ethnicity, socioeconomic status, special education status)	26%	67%
Set performance expectations for suspension and expulsion rates, beyond what is required in federal or state law	10%	85%

Source: NACSA 2015 Survey of Authorizers

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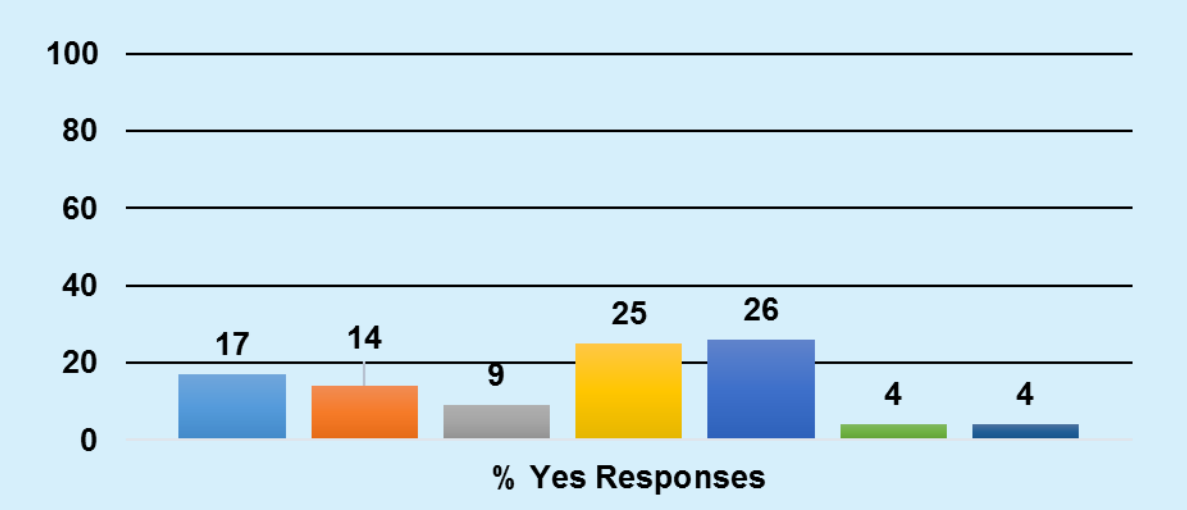
NACSA Data (2)

- Which practices addressing school discipline challenges have authorizers required, currently require, or would consider requiring of authorized schools?



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NACSA Data (3)

- Two groups of authorizers with different practices:
  - "Hands Off" Authorizing Group
    - 40% Authorizers
  - "Monitoring & Reporting" Authorizing Group
    - 60% Authorizers

Source: Rausch & Conlan (2016). Authorizers are not monolithic on school discipline. Chicago, IL: National Association of Charter School Authorizers. Available at: http://www.qualitycharters.org/wp-content/uploads/2016/08/Authorizers-Are-Not-Monolithic-on-School-Discipline-August-2016.pdf

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NACSA Data (4)

TABLE 1: AUTHORIZER GROUPS ON PRACTICES

	Percent Yes Responses	
	Hands Off Group	Monitor & Report Group
Requiring applications to have comprehensive discipline plans that include suspension and expulsion practices	38%	96%
Collect or receive suspension and expulsion data	38%	100%
Monitor school suspension or expulsion rates	21%	100%
Publicly report suspension or expulsion rates	6%	63%
Publicly report disaggregated suspension or expulsion rates (by race/ethnicity, socioeconomic status, special education status)	0%	41%
Set performance expectations for suspension or expulsion rates, beyond what is required in federal or state law	0%	16%

Note: All items are significant at the p<.001 level. Hands Off group comprised 39% of the sample, while the Monitor & Report group comprised 61% of the sample.

Source: NACSA 2015 Survey of Authorizers

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Agenda (3)

- ✓ Welcome and Introductions
- ✓ Authorizer Beliefs and Actions
- **Discipline as both “School Practice” and “Student Outcome”**
- *SEA and Authorizer Actions*
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Practices & Outcomes (1)

- Key Charter School Concepts:
  - Autonomy over operation
  - Accountable for performance
  - Charter schools are public schools, with all of the accompanying obligations regarding civil rights, due process, etc.

  - For more on this, see: Discipline as Outcome and Practice

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Practices & Outcomes (2)

- Student practices are a key element of school autonomy:
  - Schools identify and revise strategies based on mission and experience
  - School-level decisions based on data and lessons learned
  - Authorizer role in “problem identification” vs. “problem solving”
  - State role in data and transparency

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Practices & Outcomes (3)

- Student outcomes are a key element of accountability:
  - Expelled students and dropouts have both left the school permanently
  - Repeated suspension interrupts education similar to truancy or long-term sickness
  - Completion and attendance outcomes can be indicators of school quality – many students not in school is a sign of less quality

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Agenda (4)

- ✓ Welcome and Introductions
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- **SEA and Authorizer Actions**
- *Q&A*

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SEA and Authorizer Actions (1)

- Authorizers and SEAs should rely on an approach centered on transparency and dialogue with public charter school leaders.
- At DC PCSB, we:
  - Collect accurate discipline data;
  - Publicize exclusionary discipline data;
  - Monitor school discipline data throughout the year;
  - Discuss high discipline rates with school boards and leaders; and,
  - Require discipline policies that have clear standards and due process.

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SEA and Authorizer Actions (2)

- DC's Equity Reports promote transparency, equity and choice by providing unprecedented data about school performance.
- The goal is to:
  - Address some of the most critical issues around equity in public education; and,
  - Foster conversations among stakeholders on areas of growth.
- The result has led to:
  - Harmonizing data collection between public charter and traditional schools;
  - A dramatic increase in the visibility and awareness of each school's discipline rates; and,
  - Increased efforts by schools to decrease the rate of out-of-school suspensions and expulsions.

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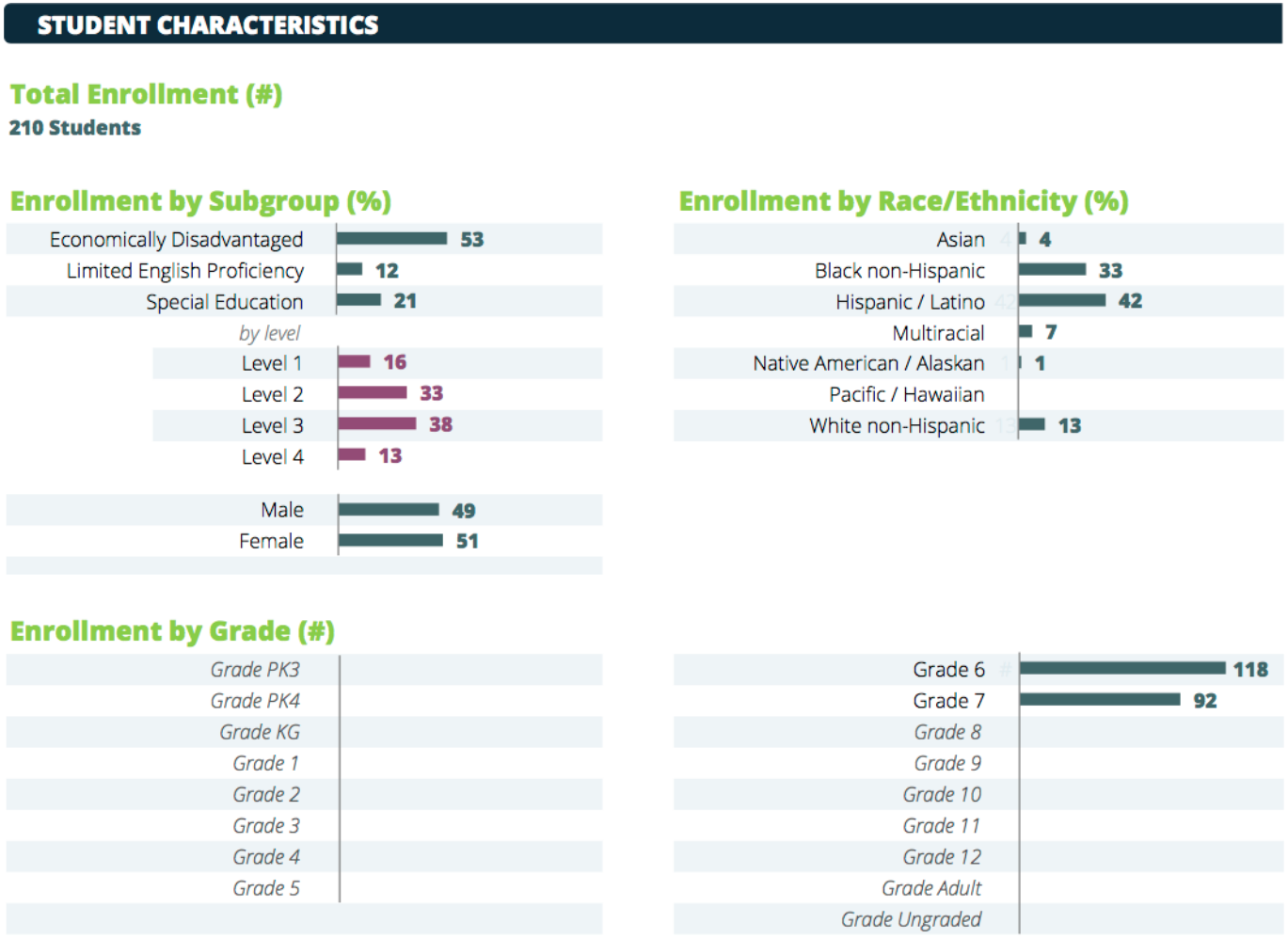
SEA and Authorizer Actions (3)



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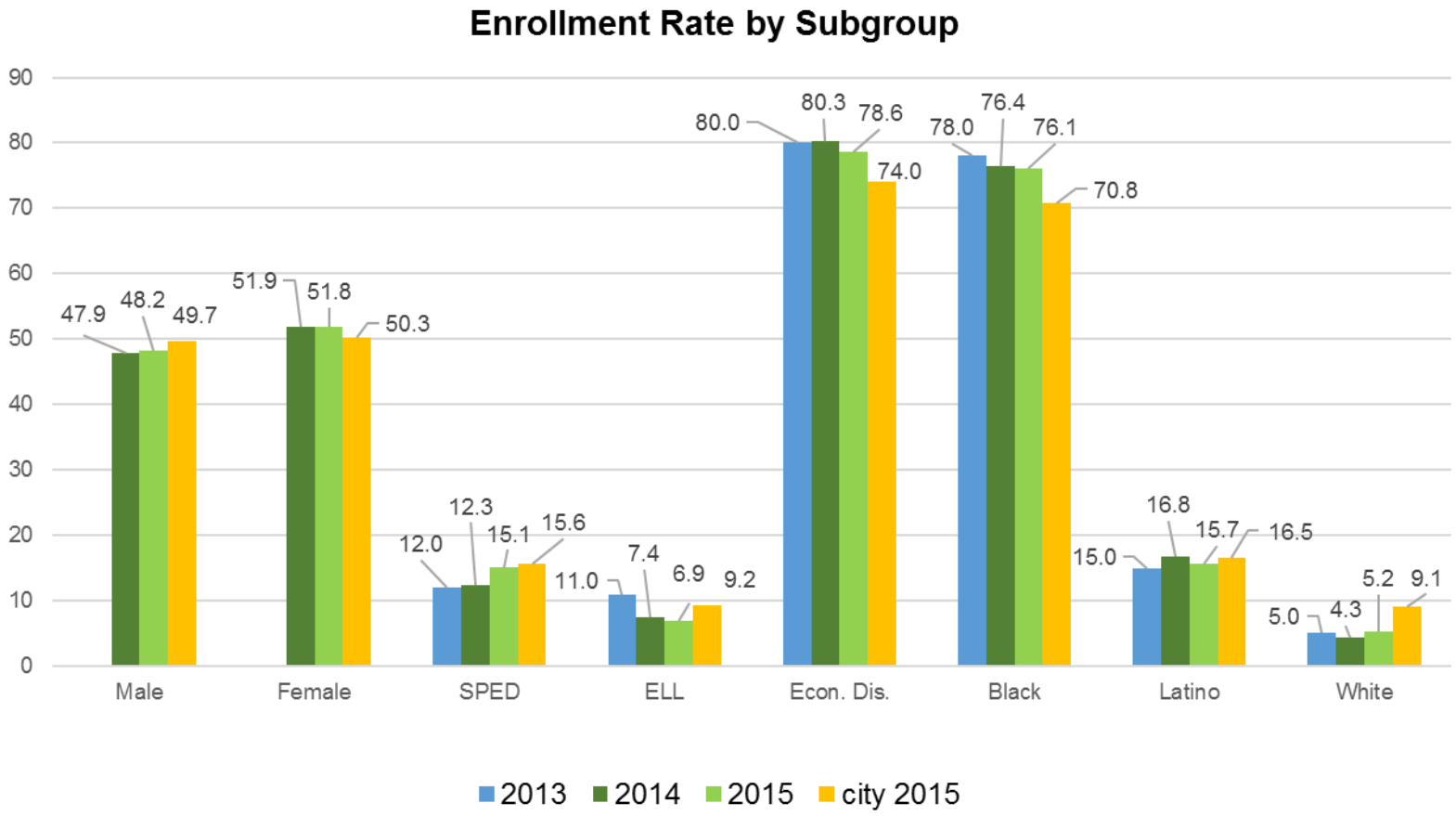
SEA and Authorizer Actions (4)



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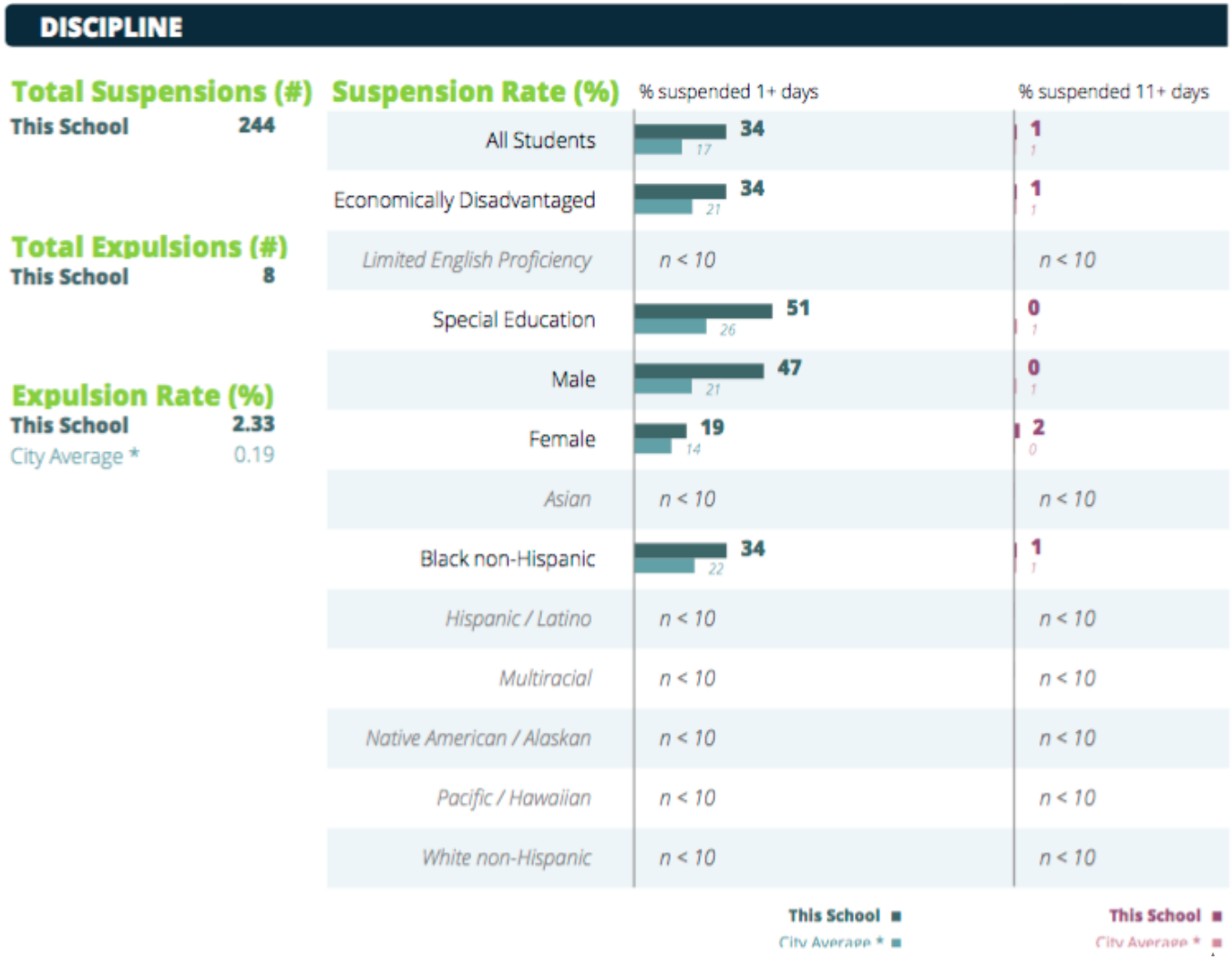
SEA and Authorizer Actions (5)



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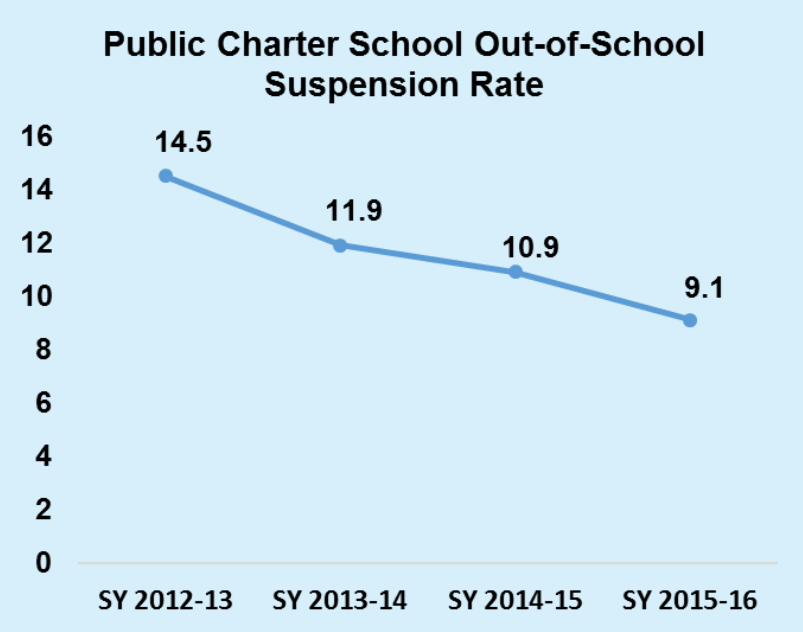
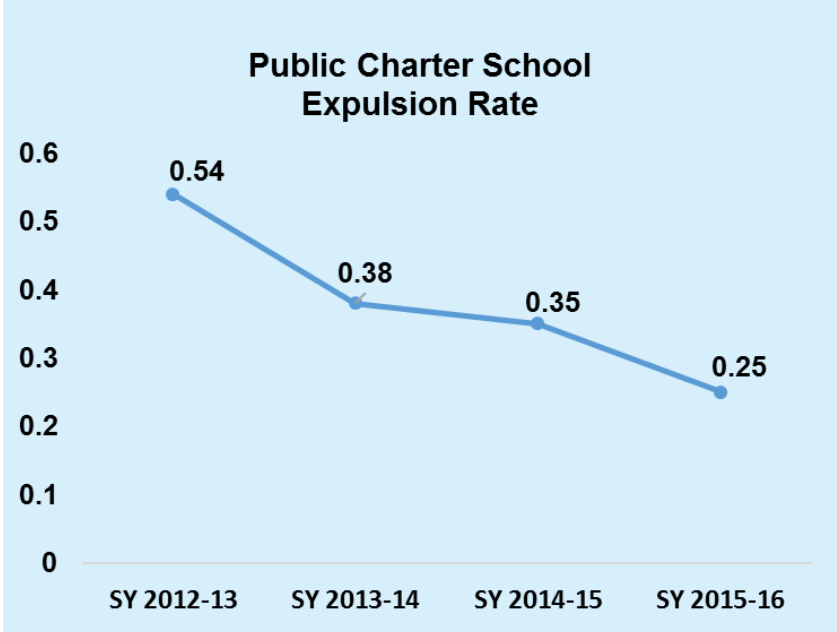
SEA and Authorizer Actions (6)





Note: These rates are of the total charter sector population.

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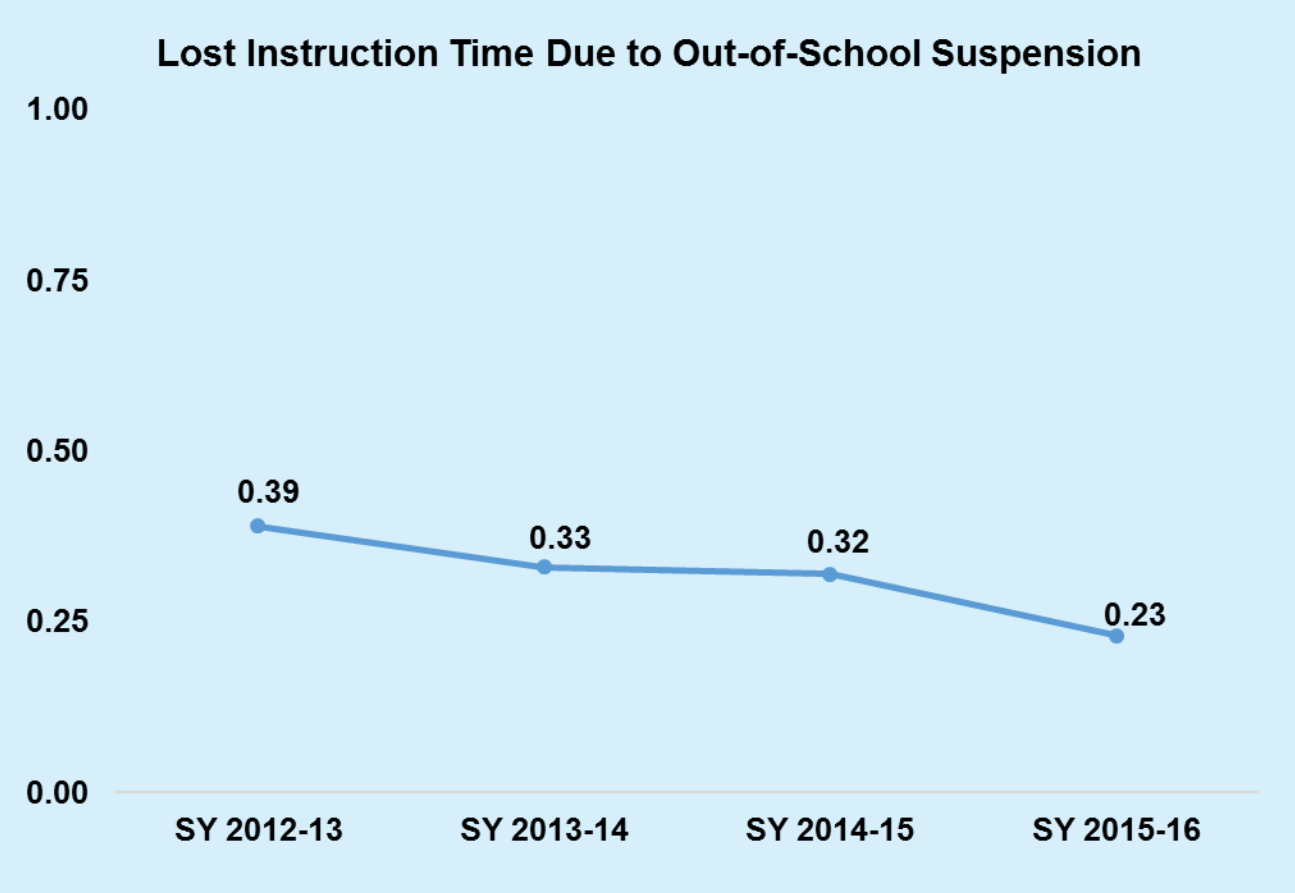
SEA and Authorizer Actions (7)



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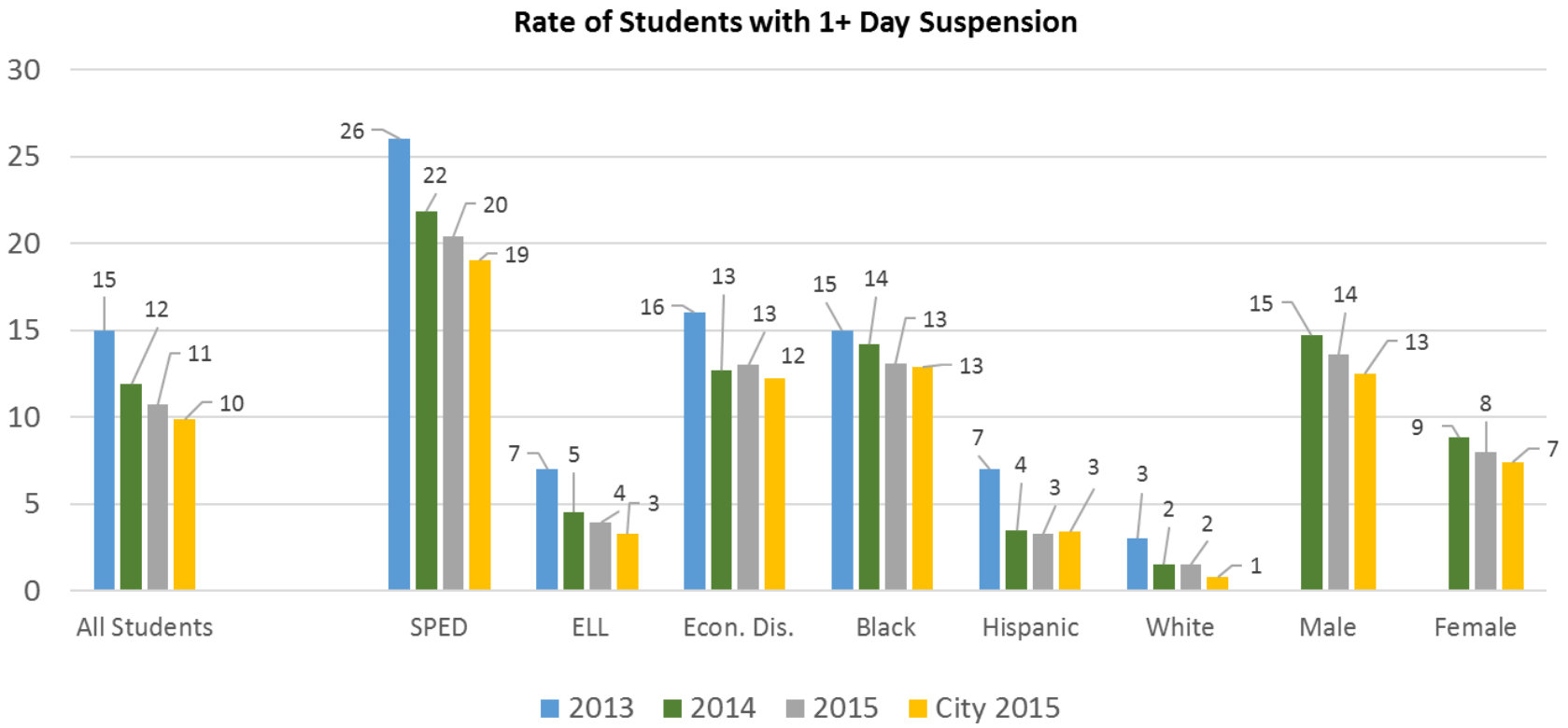
SEA and Authorizer Actions (8)



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SEA and Authorizer Actions (9)

STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
344 Students

Net Cumulative Change (%)

This School	**-4%**
City Average *	-1%

% of Students Entering
% of Students Withdrawing

Mid-Year Entry and Withdrawals (%)
City Average *

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	**1%**	**1%**	**2%**	**3%**	**3%**	**4%**	**4%**	**5%**
Withdrawal	**-1%**	**-2%**	**-2%**	**-3%**	**-4%**	**-4%**	**-5%**	**-6%**

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SEA and Authorizer Actions (10)

	2013 Charter	2014 Charter	2015 Charter Average	Citywide Average
Midyear Withdrawal	4.9%*	5.0%*	5.3%	8.6%**
Midyear Entry	0.9%	0.5%	0.8%	7.5%
Net Movement	-4.0%	-4.5%	-4.6%	-1.2%

* Public charter sector's MYW calculation using current business rules was 5.4% for SY 12-13 and
5.5% for SY 13-14.

**The state aggregate Equity Report does not omit adults and closed schools from the overall state rate, whereas they are omitted from the sector and individual school rates.

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SEA and Authorizer Actions (11)

- Key Takeaways
  - Data transparency is a powerful tool to impel action at a school, while respecting school autonomy.
  - Working across our ”state” on data has brought great benefits: data comparability, data harmonization, and myth busting.
  - Learn more about our strategies and those of our schools by reading our white paper on discipline: An Honest Approach to School Discipline, which you can find here: http://www.dcpcsb.org/white-paper-honest-approach-discipline

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Agenda (5)

- ✓ Welcome and Introductions
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- ✓ SEA and Authorizer Actions
- > **Q&A**

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Questions & Answers

- Please submit any questions in the Q&A box.

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NCSRC Resources (1 of 3)

Webinars

- **SEA Webinar: Overview of CSP's Recently Released Dear Colleague Letter and of the NCSRC**
- **SEA Webinar: Use of Funds**
- **SEA Webinar: Annual Independent Audits**
- **SEA Webinar: Early Childhood Learning in Charter Schools**
- **SEA Webinar: Data Management Tools for Risk Based Monitoring**
- **SEA Webinar: Weighted Lotteries**
- **SEA Webinar: Charter School Closure**
- **SEA Webinar: Measuring Authorizer Quality**
- **SEA Webinar: Financial Management and Fiscal Controls**
- General Webinar: Rural Charter Schools – Building Bridges
- General Webinar: Using Data to Create Positive School Climates and Discipline Practices in Charter Schools - National Research and Examples from the Field
- General Webinar: Charter Schools and Food Services: Options, Planning, and Decision-Making
- General Webinar: Supporting Students with Disabilities
- General Webinar: Serving English Language Learners and Families
- Credit Enhancement Webinar: Evaluating Charter School Performance
- Credit Enhancement Webinar: Evaluating Charter School Performance During the Transition to Common Core
- Credit Enhancement Webinar: Recent Developments in CSP Guidance
- Credit Enhancement Webinar: Authorizer Collaboration
- Credit Enhancement Webinar: Collaboration to Enhance Facility Financing

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NCSRC Resources (2 of 3)

White Papers and Reports

- Authorizer Evaluation Summary: An Analysis of Evaluations of Authorizer Quality
- District-Charter Collaboration: A User's Guide
- Student Achievement in Charter Schools: What the Research Shows
- An Analysis of the Charter School Facility Landscape
- Finding Space: Charters in District Facilities
- Charter Schools and Military Communities: A Toolkit
- Legal Guidelines for Educating English Learners in Charter Schools
- Engaging English Learner Families in Charter Schools

Case Studies

- AppleTree (Early Learning)
- DC Public Charter School Board (Authorizer)
- Camino Nuevo's Kayne Siart Campus
- Indianapolis Mayor's Office (Authorizer)
- Cornerstone Prep (Turnaround)
- Yes Prep/Houston (District-Charter Collaboration)
- Two Rivers Public Charter School (SWD)
- Folk Arts Cultural Treasures Charter School (EL)
- Alma del Mar (EL)
- El Sol (EL)
- Brooke Roslindale Charter (SWD)

Discipline

- Student Discipline and School Climate in Charter Schools
- Charter School Discipline: Examples of Policies and School Climate Efforts from the Field
- Charter School Discipline Toolkit: A Toolkit for Charter School Leaders
- Discipline Resource page on NCSRC website: https://www.charterschoolcenter.org/category/focus-areas/discipline

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NCSRC Resources (3 of 3)

CSO Master Classes

- School Leadership Development
- New School Development
- Emerging Legal Issues
- Federal Funding Opportunities
- Legal Issues Impacting the Public Charter Sector Webinar: Student Discipline – Policy & Practices in Public Charter Schools
- Closing Low-Performing Public Charter Schools - State Level Strategies
- Parent & School Engagement for CSOs
- Board Development and Governance

Newsletters

- Discipline Resources
- Rural Charter Schools Report
- Aldine ISD and YES Prep District-Charter Collaboration Case Study
- District-Charter Collaboration: A User's Guide
- Student Achievement in Charter Schools: What the Research Shows
- Serving English Language Learners and Families
- Charter Schools Serving Military Families
- English Learners in Charter Schools: Key Opportunities for Engagement and Integration
- Finding Space: Analyzing Charter School Facilities

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Links to Additional Resources

- Karega Rausch
- National Association of Charter School Authorizers
- http://www.qualitycharters.org

- Scott Pearson
- DC Public Charter Schools Board
- http://www.dcpcsb.org

- The National Charter School Resource Center
- www.charterschoolcenter.org

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